

COMMON SCHOOL ASSISTANT;

A Monthly Paper, for the Improvement of Common School Education.

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Edited by J. Orville Taylor.

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From the well-known character and abilities of the Editor of this Paper, and the vital importance of the cause it advocates, we hope that every citizen will consider it his duty to aid in giving the "Common School Assistant" a circulation in every family and School in the Union.

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COMMON SCHOOL ASSISTANT.

THE SCHOOLMASTER.

"The second sort of persons, entrusted with the training up of youth are schoolmasters. I know not how it comes to pass that this honorable employment should find so little respect (as experience shows it does) from too many in the world. For there is no profession which has, or can have, a greater influence upon the public. Schoolmasters have a negative upon the peace and welfare of the kingdom. They are indeed the great depositories and trustees of the peace of it, having the growing hopes and fears of the nation in their hands. For generally subjects are and will be such as they breed them. So that I look upon an able well principled schoolmaster as one of the most meritorious subjects in any prince's dominions, that can be; and every such school under such a master as a seminary of loyalty, and a nursery of allegiance. Nay, I take schoolmasters to have a more powerful influence upon the spirits of men than preachers themselves. For as much as they have to deal with the younger and tenderer minds, and consequently have the advantage of making the first and deepest impressions upon them. It being seldom found that the preacher mends what the school has marred, any more than a fault in the first concoction is ever corrected by the second.

"But now, if their power is so great, and their influence so strong, surely it becomes them to use it, to the utmost, for the benefit of their country."—*South's Sermons.*

STUDY OF HISTORY IN COMMON SCHOOLS.

No. I.

The American youth have sadly neglected the history of their country. I know of nothing so easily acquired, so highly important, so useful to all, and at the same time so thrilling in interest, concerning which the American people manifest so much ignorance. Many of those who have had the

higher privileges of education are familiar with the histories of the nations of antiquity; they are well acquainted with the histories of the more distinguished nations of the present day; and yet almost entirely ignorant of the history of their own people and country.

Histories which are purchased and read are not those of our forefathers; but of foreign, remote nations, or of those who are now gone from the earth. We turn our attention to the doings and saying of other nations, as if there was nothing instructing or interesting in our origin, growth, and greatness. How seldom do we meet with men, even among the better informed, who are able to rehearse their country's deeds, or to call the names of those who toiled and bled for their country's liberty! This is not the tribute we owe to those who bled for our blessings.

The youth of this free and independent government should prize the American history as the great register of civil rights and noble deeds. They should embalm it upon their memory, and be ready, at all times, to repeat the story of their liberties. No lessons are more useful than those we learn from history. They are counsels from the experience of nations. The light that history sheds upon time now gone, illumines the time that is yet to come. It is the great telescope thro' which we may see the future.

Then, who is so well prepared to foresee his country's destiny, or labor for his country's good, as that man who has been taught by his country's history? What man can value his nation's liberty and prosperity, except he has read their cost? Yet, how few of those who are now our country's hope, and soon will be her men and rulers, who know any thing of her history! There is scarcely a primary school where it is taught, and but few of the higher schools make it an important study! This should not be so.—The history of the United States should be taught at home, and at school, and in conversation by the way-side. Every member of society, every citizen of this commonwealth, should be intimately acquainted with every bright example, or important event in our history. These should be the themes of our highest eloquence, and to them we should ever appeal. What is there of more interest to the American youth than the first settlement of this great continent?

Where did these bold spirits come from, and what was there after history? Who did they find here, and what has been the friendship, or enmity, between the native and the European? What was the character of the first settlers of this new world, and what government did they live under for a time? Is the government the same now, and if not when, was the change, and what were the causes? What were the consequences of refusing to obey the government of others, and declaring ourselves an independent people?

Who were the great men foremost in this noble work? How many did we number

when we fought for our liberty? Who suffered and died for freedom? How long were we in achieving our independence? Who assisted us? How much was the nation in debt at that time? Who were the great leaders in the struggle for liberty? How have they been honored? What distinguished men have lived since? What has been our increase and prosperity? What changes are we making on this continent? How are we regarded by other nations, and what are our prospects?

Who is there, that enjoys the bounties of this land and the blessings of its liberty, that does not want to answer these questions, and many others like them? What youth is willing to step into manhood, ignorant of this wise and deeply interesting volume, which our history presents? The history of the United States should be taught in every district school; and it should always be studied with a map. Historical information will give interest to places, and lend a charm to geography.

A knowledge of history will tell us how others have lived and enable us to compare ourselves with the past, and prepare ourselves for the future. The civil history of the United States should be made a study, likewise, in all our elementary schools, as well as in academies and colleges. This is a very important part of education. The constitution of the United States should be familiar to every American youth.

COMMON SCHOOL LAW.

A distinguished individual in this state has prepared an able essay for this paper, "On Common Schools." The whole essay would occupy at least one number. As its insertion would prevent that variety necessary in a publication like this, we are permitted to make only a short extract. The part extracted contains an important suggestion in relation to our "School Act."—It is respectfully submitted to the consideration of the people and their legislators.

More recently a very able and intelligent writer in one of the Albany Journals, over the signature of G. H., has favored the public with a series of numbers on the subject of our common school system, in which he most clearly proved the right of the legislature, through the agency of the state superintendent, to regulate those institutions; and he has also shown with equal clearness that in order to ensure the prosperity and usefulness of those institutions, the legislature are in duty bound to exercise this right. But this judicious and patriotic writer,* although he proves in a manner perfectly satisfactory that the state su-

* Gideon Hawley, Esquire, of Albany, formerly superintendent of common schools, a gentleman to whom the public is much indebted for his services in that department, is understood to be the author of these numbers.

perintendent, in connection with the legislature, ought to make regulations and give instructions in relation to the government and exercises of our common schools, entirely fails in shewing *how* or by *what means* the state superintendent can, with certainty, cause his instructions to be carried into effect according to their spirit and intent, or *how* he can be sure whether they are so executed or not.

Mr. J. Orville Taylor's treatise on the subject of district schools, has had an extensive circulation, and has undoubtedly been useful in pointing out many defects in the mode of conducting common schools, and more particularly in exciting the attention of the public to the important subject of which the author treats. But Mr. Taylor does not attempt to point out any method by which the evils he complains of may be corrected by the public authorities. In all neighborhoods where the district trustees or leading citizens have not leisure to read Mr. Taylor's book, or if they read it, neglect to profit by his admonitions, the book, so far as relates to the improvement of schools in those districts, is a dead letter. Mr. Taylor has also failed to indicate any method by which the state superintendent can ascertain to a *certainty* where defects exist, or in fact whether they do exist or not.

With a view of inviting the attention of the legislature and the N. York public in general to the interesting inquiry, we have suggested with great diffidence, and in the hope that the power of abler minds will be put in requisition in the progress of the investigation, submit the following project:

Let an inspector of common schools be appointed either by the governor or state superintendent, for each county in the state. If any of the counties are so large that in the opinion of its supervisors one inspector cannot perform the duties hereafter designated, let such counties be divided into districts. We propose that the county inspectors shall receive their instructions from the state superintendent, that they shall receive the reports from the commissioners, examine and license teachers, personally visit the schools at least once a year and report to the state superintendent, in addition to the substance of the facts reported to them by the commissioners, all facts which shall come to their knowledge from personal intercourse with school commissioners and teachers, and from the visitation of schools, or otherwise, which it may be material to communicate.—Let it be the duty of the county inspector from actual observation, to ascertain the kind of books used in each school, the manner in which each school is governed and instructed, the progress made by the pupils, and to advise, and when necessary, admonish the teachers. Let it further be the duty of the inspector to report to the superintendent all substantial defects or mismanagement, either in the government or exercises of schools, and also to designate by name such teachers and schools as in his judgment are most meritorious and most deserving of public encouragement and patronage. Let the county inspectors be paid a per diem, or annual compensation, by the state.

If a plan like this should be adopted and

fully carried into effect, the following, among other benefits, would result from it:

1. It would insure a uniformity in the government and mode of instruction, and in the exercise of our common schools throughout the state.

2. Defects in the regulation and conduct of our common schools would with *certainty* be detected and promptly and easily corrected by the superintendent.

3. None but competent teachers would be employed.

4. The county inspectors being state officers, if ascertained to be incompetent, or if negligent in the performance of their duties, would be removed and others more suitable appointed to succeed them.

5. Great benefits would result both to teachers and pupils from the personal visits of an inspector respectable for his standing and character and literary acquirements.

It was well observed by a gentleman* who has given many excellent public lectures on common schools, that *oral communications* have an infinitely greater influence on the common mind (and especially upon the young mind) than *written*. The remark is unquestionably true. Peter the hermit would never have engaged all Europe to go on a crusade to the holy land by circular letters. A volume might be written on the subject; our limits will not permit us to pursue it. We will only say, that none but a judicious teacher can fully appreciate the benefits that would result both to the teacher and pupils from the visits and intercourse which the adoption of this plan would introduce and insure.

6. But the highest and most important benefits which would grow out of these visits, and the reports made by the inspector in pursuance of them, would be the emulation which would be excited between teachers, and between pupils of different schools, and also between pupils of the same school.—That principal in human nature which stimulates the aspirant for literary fame to overcome the love of ease and indolence and sensual indulgence, to look with contempt on the gaudy and fascinating pleasures of life, and which impels him to retire from the bustle and noise of a giddy world into his closet, and there trim his midnight lamp; indeed the same principle which prompts the soldier to march directly to the mouth of the cannon charged with inevitable death—the love of distinction, pre-eminence and fame, would, by the adoption of this plan, be brought to act directly and powerfully, as well upon the young mind of the pupil as upon the more mature intellect of the teacher. We again say, because our limits will not permit us to say more, that none but experienced teachers can properly appreciate, the high results which may be anticipated from their visitations and reports.

Cherry Valley, April 1836. J. D. H.

MORAL INSTRUCTION IN COMMON SCHOOLS.

Man has a heart as well as a head, and a moral as well as an intellectual nature.—Both of these natures should be harmoniously educated. But our common schools do not train the moral feelings—they overlook the cultivation of the heart. The temper

is not regulated—the appetites and passions are not controlled, and, in most cases, the worst feelings are exercising and growing into fearful strength, by the daily collisions of the school. To implant and strengthen a good disposition, kindness, benevolence, love to one another, and sincere piety to God, is one of the great, if not the greatest, objects of education. But this desirable, this necessary instruction is not attended to in our common schools. One reason for this neglect may have been the want of a suitable text book on moral instruction. We are happy to say, that this want no longer exists. FRANCIS WAYLAND, D. D. President of Brown University, has prepared a work called the "ELEMENTS OF MORAL SCIENCE, adapted to the use of Schools and Academies." Knowing the high reputation of President Wayland as a scholar, and particularly as a moral philosopher, we were rejoiced to see a text-book of morals from his distinguished pen. We have read this work, prepared for our common schools, with close attention, and can say that it not only merits our unequalled approbation—it is worthy of our highest praise. Dr. Wayland has done a good service for our common schools; none was more needed, and it has been admirably performed. In this little book the most appropriate truths are taught in a simple, intelligible and attractive manner. The truths and their illustrations are so happily arranged, so varied and beautiful, that the children will read this book with eagerness and delight. We are certain that we are making known to the youth of our country, a book that will give them much enjoyment—much true happiness, and we shall use all our influence in introducing it at once into the common schools of this state. In this important work, we ask the friends of education to aid us. Let something be done to make the children better as well as wiser.

We are grateful to the Hon. Charles Humphrey, speaker of the Assembly, for the kind notice he has voluntarily taken of us and our enterprise. The plan he suggests for circulating the paper is an excellent one, and we intend by its publication, to have it give a hint to the other counties of the state. We hope the mode suggested by the honorable speaker will be generally adopted.

COMMON SCHOOL ASSISTANT.

Albany, March 8th, 1836.

DEAR SIR—Mr. J. Orville Taylor, at the solicitation of a few patriotic and public spirited citizens, has commenced the publication of a monthly paper, to be devoted to the cause of education.

It is particularly intended to call the public attention to the necessity and importance of fostering and improving our system of common school instruction.

Mr. Taylor has devoted his life to the investigation of the subject, and for the purpose of obtaining the most perfect information with regard to its practical detail and general condition in the United States, has visited many states in the Union.

*Mr. J. Orville Taylor.

With regard to his qualifications, it is only necessary to say that he commands the entire confidence of the citizens to whom I have first alluded, who are well able to judge of his capacity, and who have given an earnest of their desire to benefit the country most effectually in this way. He left a most favorable impression of his character on the minds of those of our citizens who had an opportunity of listening to his lectures, and of some personal acquaintance with him during his short-visit to Ithica, last summer.

I send you a specimen number of the paper; and such arrangements have been made, that it will be issued to subscribers at the precise cost of materials and manual labor bestowed upon it; the support of the editorial department being otherwise provided for. It will cost to each subscriber only twenty-five cents a year.

What our system now wants, is that public attention should be awakened to its importance. I need not expatiate upon the benefits promised and expected, in this point of view, from this publication. I will therefore only express the hope that such arrangements as will suggest themselves to yourself and those of our citizens who have interested themselves in this question, may be made as will insure an extensive circulation of the paper in every school district in our county; and I will add the hope that every family in the county will avail themselves of this cheap and valuable monitor.

I will take the liberty of suggesting the following as a convenient mode of commencing the accomplishment of the object. Our annual town meetings are held on the first Tuesday in April. Publish the prospectus in all the papers of the county, with a notice that subscription papers will be offered at town meetings. Let the lists of subscribers in the several towns be sent to some person in Ithica and forwarded to this place. If they are sent to me, I will cheerfully undertake the agency, and attend to having the papers forwarded to subscribers. Let each subscriber designate his post-office. As the paper is published at its mere cost, payment in advance is necessarily required. It would be convenient to issue a short printed subscription and send it to each of the towns. I have assumed that subscriptions will be obtained in our county, to the amount of sixty dollars, as some information in this respect was necessary with a view to the publication of the next number in April. This sum will about furnish a copy to each school district, and I have become accountable for that sum.

I have taken the liberty of addressing you, knowing the deep interest you have manifested in the subject of education, and believing that you will be aided by the officers of the Ithica Education Society. I will also call your attention to Mr. Taylor's digest of Cousin's report on the Prussian system of public instruction. It is a valuable work, and its general circulation would greatly benefit the cause. They will be furnished at twenty-five cents each, where a dozen or more are ordered. I will also forward this work to such as may desire it. This work is also issued at its cost. I will send a copy to each

of the supervisors of our county, to be exhibited at the town meeting.

I am, very respectfully,

Your obedient servant,

CHARLES HUMPHREY.

A. D. W. BRUYN, Esq. *Vice Pres't* }
of the Ithica Education Society. }

JUST AND TIMELY REMARKS.

The following article is from the pen of General Dix, Superintendent of Common Schools. The reports of this gentleman are among the best school documents, which the educator can consult.

If in any country knowledge is power, it is here. The influence of all others is feeble in comparison with it. With us, there is no system of entails, or rule of primogeniture, to perpetuate wealth or family distinctions. Wealth may, indeed, give its possessor some advantages in society; but on that theatre of exertion, where the political condition of men and communities is determined for good or for evil, it is of no account. In this field the contest must be decided by intellectual force; and those whose destinies are involved in the issue, should take care that they are not deficient in the preparation necessary to enable them to maintain their ground against the combinations of more practised and less virtuous competitors. On the part of the people, contests for great principles are always deemed to involve, directly or indirectly, their inalienable rights. With what effect can those rights be vindicated without a sufficient degree of information to see how they are in danger of being impaired? How else shall the people, amid contending appeals to their understandings and interests, be able to distinguish the true from the false? It is in the common schools alone that the knowledge indispensable to their safety can be acquired; for in them a vast majority of the entire population receive all their education. There are few social institutions, which have not at some period in the history of mankind, been made subservient to the purposes of usurpation and tyranny. Schools of a popular character are in less danger than any other of being perverted to such a use: they have never been made, nor from their nature is it easy to make them, an engine for the dissemination of principles tending to dissolve the bonds of society, or to subvert the great maxims of human liberty. Literary institutions, less popular in their organization may be more easily made the instruments of such abuse. The supervision to which they are subjected is more restricted, and their accountability is not always so direct. But if the common schools are in no danger of being approached for sinister objects, there is another which it is equally important to avert. There is danger that they will never answer the ends of their institution, if the teachers—the body of men who are relied on to infuse into them the moral and intellectual improvement, which constitutes the vital principle of the whole system—are not fully adequate to the task. Will not those who are the most deeply interested in elevating the standard of education, adopt the only measure by

which the object can be accomplished? Will they not bring to this subject the practical good sense by which they are distinguished, and see in this, as in all other cases, that even the ends of economy are best answered by employing those who are most skilled in their art? The value of the common school system is universally acknowledged and felt in this state. In this respect public opinion needs no impulse. But it is no more than just to say that the importance of a higher standard of education, is not so generally or correctly appreciated. Opinion has, however, made some advances in this particular; and a confident belief is entertained that the liberal provisions of the legislature for the preparation of teachers, will meet with such a reception from an enlightened people, as to remedy effectually the only material defect in our common school system, and leave nothing to be desired in relation to it, excepting that it may be permanent in its duration.

LIVINGSTON COUNTY.

The Livingston County Education Society, within the last few months, has labored nobly for the cause of common school education. An able and long report, made by J. Young, O. M. Willey, W. C. Dwight, and B. F. Angle, has been published in the Democrat, containing many sound views and valuable suggestions. We regret that we have not room for more extracts. School District No. 10 has purchased a library, and the titles of the books selected have been published. Several districts in the county, we learn, have obtained the library, principally through the generous and enlightened exertions of the Hon. George W. Patterson. In a communication to the Democrat, they say the advantages of the district libraries are,

1st. That it will create in the scholars of the common schools a taste for reading, and at a time of life, when such a taste can be formed successfully and made permanent.—One old line, the age of which proves its truth, will settle this point—"Just as the twig is bent, the tree's inclined."

2d. It will communicate information.—Something in this case will depend upon the judgment exercised in selecting the books, and something upon the care which is taken to direct the scholars to a proper manner of reading; but under any circumstances, if there are books, and they are read, of which there is no doubt, information will be communicated. That this *enlightened* age is so enlightened that this object is of little consequence, I will not now argue.

3d. It will profitably fill up many vacant hours which otherwise would pass away unimproved. Most scholars have some leisure hours at home, mornings and evenings, and if a book is at hand it will probably be taken up. At the school, before the commencement and at the intermission, there is generally an opportunity for a few minutes reading. During the school hours, too, frequently a library book might advantageously be used. Children are kept too long in the school room. Parents seem to think the

longer they are there the more they will learn, which is not all true. It is impossible to confine the attention of children for six hours together, to the ordinary school books. If, however, in compliance with custom, this number of hours must be spent in school, let the teacher, instead of making abortive attempts, by the rod and the ferule, at forcing the attention to reading lessons, and spelling lessons all this time, allow the scholars to mingle with these tasks, the reading, during short spaces of time, of some entertaining book from the library.

Lastly—The common school library will prevent mischief, and habituate scholars to a better conduct. If a person wishes to see a French revolution, or a New-York mob, on a small scale, he needs only to spend a half hour at a common school house, at the intermission. Give the scholars books, and establish some rules for their being read, at the intermission, and something at least will be done towards quelling these riots. Again, go into whatever village or country place you may, if an inquiry is made, you will always hear the same remark, *the boys in this place are the worst boys in the world*. Why are all the boys so bad? One cause, I do not say it is the only cause, one cause is, that oftentimes the boys have nothing to do, but to do mischief. If on a winter's evening a rabble of boys are allowed to collect together for play, it is a matter of course that something will be done which ought not to be done. But the parents say, we can't keep them in the house. This is impracticable, certainly, unless you find some amusement for them. But if an entertaining book is placed in their hands, there will be very little difficulty in the matter.

STUDY OF GEOGRAPHY.—No. II.

By not perceiving the legitimate subjects and objects of geography, a multiplicity of things are placed before the mind, and prevent it from obtaining that degree of knowledge of any one place or subject which would make the study interesting. In this case little can be said of each object, and the attention is so soon diverted that there is nothing fixed in the memory. The result is, that all the time and labor have been lost—worse than lost, spent in forming bad habits.

These are some of the difficulties and errors which I have met with among scholars pursuing the study of geography in our district schools. I admit that these evils are serious; yet I believe that a remedy may be had and applied to each of them. If improved books and maps, in connection with a globe, and the assistance of a well-qualified teacher should be introduced into the schools, the difficulties, which now make the study of little value, would happily disappear.

These changes can be made if parents feel the importance of educating their children. A suitable globe may be purchased for one dollar. This would be sufficient for the whole school, and would last, with proper care, at least two years. Thus a district may, for fifty cents a year, furnish their school with that which is indispensably necessary to the study of geography, and for the want of which so many difficulties and errors have been encountered to discourage

and deceive the scholars in this simple, delightful study.

Books, which are not merely changes, but *real improvements*, may be had for the same price that is paid for those now in use in many of the schools; and qualified teachers, even if the wages are increased four-fold, are always the cheapest. There is nothing necessarily preventive of the profitable study of geography in our common schools.

I will describe the method of teaching geography which is now generally approved of, and adopted by our most able and experienced teachers. Children five or six years old may commence this study with advantage. At this age they have learned the names of some of the objects which are included in geography; and though it be but a very small portion, yet they have seen a part of the surface of the earth. On this small part, and with the few natural objects their limited range has made them acquainted with, they should commence this comprehensive study. The rivulet or river that flows by the side or near their dwelling—the mountain or the vale that may be seen from the window, or by a short walk or ride—the boundaries of a field or farm, or their native town, which may be traced in person by a little travelling, may be viewed and described by the child, and these made to furnish its first lessons.

Having seen the flowing stream of water which his book calls a river, and the high mass of earth or rocks which is called a mountain, and the landmarks of fences which divide fields and farms, and from these conceiving the invisible lines which divide towns, counties, and states, he is prepared to form a correct idea of those objects and places which he will see represented on his map, and read descriptions of in the book, but which he has never visited. By commencing the study in this way, he has a visible definition of that new vocabulary of words and terms which he will meet in his geography.

When the pupil is familiar with the position and distances of a few natural objects, and can describe their appearance, he should be required to draw a map, and represent them by marks on his slate or blackboard. Of course, these will be rude sketches at first; but let there be suitable instruction from the teacher, and repeated trials, till a pretty correct outline is formed.

In the first place, let the pupil draw a map of his room; representing its outlines, its benches and chairs, the stove and fire-place, the instructor's desk, &c. When there is some likeness in this sketch, let the map be enlarged, and take in the school-house, the play-grounds, the fields, and the more prominent objects in the immediate vicinity. Let such lines and marks be used to represent objects and places, now under the eye of the pupil, as are used on the map to represent similar places and objects which the pupil has never seen.

After there has been sufficient instruction and practice on this enlarged sketch to give it some likeness to the original, let a map be drawn which embraces the neighboring river, creek, mountain, and adjacent farms. Let lines representing the roads, the boundaries of fields, and the streams of water, be delin-

eated with proportion, and in the right place; and let marks for the natural and artificial lines and objects have their right shape and position.

A mere outline, including some of the most conspicuous objects, is all that should be required at this stage of the study. The pupil now knows the use of a map, and has taken the primary steps in learning to execute one which shall represent any part of the earth. With a little assistance from a pleasant teacher, this may be made a most delightful exercise for young pupils.

The most pleasing and correct method of studying geography, or what is the same thing, the surface of the earth, would be to visit in person every place and object upon the globe. As this is more than one could do, even by spending his whole life in travelling, and as the greater number who wish to pursue this study have the privilege of travelling over but a very small part of this earth, some other means must be taken to obtain information of places which they will never see.

The only means, except travelling, are the close study of those books which have been written by learned travellers, or people residing in the different parts of the world, and which contain a description of the objects, beings, and surface of the earth. The best book of this class is the geography, accompanied by a map, the latter having such a representation of the earth that you may cast your eye over the figure of its great surface at once.

By a close attention to this geography and map, you can, if you may almost be said, visit every spot on the earth which would be worth your notice. They are the stages and ships of the mind, which, leaving the body at home, carry the soul around and over the whole earth. You should take a passage; and if, in passing along, some remarkable object or place is pointed out, examine it well, that you may be able to describe it to others, whose minds have stayed at home as well as their bodies.

A map, now, of the native state should be drawn, and all the information had concerning it which the pupil can obtain from the geography. The towns and counties should be shown on the map, and some of the most remarkable, natural and artificial objects. A map of the United States may be drawn in outline, and the scholar permitted to get some general knowledge of each state. These outlines may be sketched on larger slates, or, what is better, on a blackboard; the scholar having a map before him for his guide. I know of no intellectual exercise more beneficial to the pupil than that of drawing maps. It develops faculties which make a well proportioned mind.

The memory, to bring back to the attention whatever we may have learned concerning the place the pencil is delineating—conception, to bring vividly before the mind that which the map represents—the imagination, in combining the individual elements of nature—abstraction, in separating various objects and facts from each other—comparison, in painting a likeness on the map—reason, in discerning the connexion of objects, and the relations of the parts to the whole—taste, in the close examination of nature, that we

may give a true likeness, and imagination, by sending out the mind to the most distant part of the earth—are all in constant exercise, making that just proportion and beautiful symmetry so desirable in every mind.

COMMON SCHOOL APPARATUS.

Schools may be greatly assisted and improved by a suitable apparatus. We have selected a "set," which in our judgment, is the best that can be obtained, containing a numerical frame—geometrical solids and chart—5-inch globe, on mahogany frame, with meridian and zodiac, and an orrery with wheel work, showing the relative motions of the planets—price \$10. Districts wishing this apparatus, may receive it by sending an order to us for the same and remitting \$10. This is the exact sum we pay—our only object in this, and in furnishing a library, is to afford every facility for the improvement of our common schools.

DISTRICT SCHOOL LIBRARIES.

We take the liberty of presenting a letter on district school libraries, from a distinguished and philanthropic citizen of our state.

Geneseo, Dec. 31, 1835.

* * * We are making unremitting exertions to introduce school libraries; and we are now able to test their effects. They are gladdening and exhilarating to the soul beyond what you can imagine. My confidence in the beneficial effect of district school libraries, is ten-fold greater than it was last year. Boys who were engaged in all kinds of mischief, are now at home, reading Robinson Crusoe, and the lives of Columbus and Washington, and the parents are as much improved as the boys.

The two libraries in this village are no longer a doubtful experiment. All the objections have vanished, and those who have opposed them, have become warm advocates. The books are not stolen—they are not wantonly injured—they are returned every Monday morning, and what is more important, *they are read*. The boys feel that they have an interest in the books; and their good feelings are called forth to protect them, and in learning to take care of their books, they learn to take care of their clothes and books in future life. What so ardent as a boy's curiosity? What so well calculated to satisfy it as books? Many of the boys and girls will read 30 or 40 volumes this winter. The habit of reading in these boys is fixt for future life—they will commence life with noble resolutions, and their limbs will constantly be receiving new energy from the active energies of their minds. They are daily acquiring a part of the, say millions, of facts that constitute a good education.

Very truly and respectfully yours,

The Hon. W. B. Calhoun, member of congress from Massachusetts, and was for some years speaker of the Legislature of that state, has, on many occasions shown himself an active friend of popular education. His approval of this paper, encourages us much.

Washington, April 8, 1836.

DEAR SIR—I have received several copies of your "Common School Assistant," and have noticed the progress of the work with great satisfaction. I hope it may have the widest possible circulation. Its plan and execution are admirably adapted, I think, to the purpose in view—the raising of the character and usefulness of the common schools. Every friend of these schools, the nurseries of genuine democracy, should not only bid you "God speed," but render you efficient aid in your progress.

Very respectfully, your ob't serv't.

W. B. CALHOUN.

SELF-EDUCATION.

The great mathematician, Edmund Stone, was the son of the gardner of the Duke of Argyle, and was seventeen years old, when his grace, walking over his grounds one day, noticed Newton's *Principia* lying on the grass, and supposing it his own copy, directed it to be taken to its place. Stone appeared and claimed it. "Yours!" said the Duke, "do you understand geometry, Latin and Newton?" "A little," answered the boy. He was farther questioned, and excited the Duke's amazement still more. "And how came you with all this?" he inquired at last. "A servant," said Stone, "taught me ten years since to read. Does any one need to know any more than the letters, to learn every thing else that he wishes?"—*B. B. Thatcher.*

Let the children of this country commence right in the common schools, and they may make the highest attainments. To start the mind right, is nearly all that is necessary. How important, then, is it that we look to our schools.

PENNSYLVANIA.

A bill has been reported in both houses of the Legislature to establish a system of education by common schools. It consolidates and amends the present acts. The bill divides the state into districts; each township, ward or borough, to constitute one; two directors to be annually elected to serve three years. The board of directors appoint a treasurer, and require him to give security, &c. The assessor of every township or ward, &c. must furnish the directors with a copy of the last adjusted valuation—the directors to furnish the collector, or some other person, with a duplicate, who is required to collect the school tax and pay it into the treasury. In the districts that adopt the law, the directors are required to levy a tax not less than *treble* the amount received from the state. The directors are a corporation, with power to purchase and hold necessary real estate. Much of the machinery of the present system is abolished.

THE EFFECTS OF EDUCATION.

In following the history of mankind, we observe, that, in proportion as nations cultivate their moral and intellectual powers, atrocious actions diminish in number; the manners and pleasures become more refined, the legislation milder, the religious purified from superstition, and the arts address themselves to the finer emotions of the mind.

By observing, also, the different classes of society, and the inhabitants of different provinces, we learn, that *ignorance is the greatest enemy of morality*. Wherever education is neglected, depravity and every kind of actions which degrade mankind, are the most frequent. Among ignorant persons, other things being equal, rapacity, cheating and thieving, drunkenness and sensual pleasures are prominent features in the character.

Those, then, who object to the instruction of the lower orders, can merely act from selfish motives. Being aware of their superiority, they may wish the inferior classes to be obedient to their arbitrary regulations; for, unquestionably, it is much easier to lead the ignorant and uncultivated, than the instructed and reasoning people. Knowledge, too, and the habit of reflection, detect abuses and errors, which selfishness and pride may wish to keep concealed. But whoever thinks it right to cultivate his own mind, cannot, with justice, desire others to remain in ignorance. He, therefore, who is versed in history, or understands the law of Christian charity, will join those who contend for the benefits of an education, adapted to every class of society. This, then, will not be confined to reading and writing, but particularly extended over the moral conduct, and all duties and rights in practical life.—*Spurzheim on Education.*

RELIGIOUS INSTRUCTION.

The first thing a christian should inculcate upon his child, as soon as he is capable of receiving such impressions, is the knowledge of his Maker and a steady principle of obedience to him; the idea of his living under the inspection and government of an invisible Being, who will raise him from the dead to an immortal life, and who will award or punish him according to his actions here.

On these plain principles, I hesitate not to assert, that *religion* is the first rational object of education. By teaching religion to children, perhaps it may be said, we take an unfair advantage of the imbecility of their rational faculties, and inculcate truth by such a kind of mechanical prejudice as would enforce the belief of any thing. But is not the whole of our treatment of children necessarily of a piece with this; and do we not prejudice them in favor of our own opinions and practices, before they can be acquainted with the proper grounds on which their belief ought to rest? Why, then, should we avail ourselves of the authority of a parent in other things, and make an exception with respect to religion only?

I will add, as an argument that must especially enforce the religious instruction of children, that, in fact, a man has no choice, whether his children shall imbibe the principles of a true or false religion, i. e. what he shall deem to be so; as it will be absolutely impossible to keep the minds of his children free from all impressions of this kind.—*Dr. Priestly.*

A REPROOF.

Canton, of Argovie, in Switzerland, not a large city, appropriates \$2,000 annually to the support of a seminary for the education of teachers! Which of our cities is doing this?

SELF EDUCATION.

BY JOHN NEAL.

But who are the privileged class in our country, where all men are equal—where we have no kings, no princes, no nobility, no titles! Look about you, I say again—look about you, and judge, every man for himself. Are they not the *better-educated*, every where—and the children of the better-educated—throughout the land? Go abroad among your neighbors, let all your acquaintances pass in review before you—and see if those who are better off in the world, more influential and happier than the rest, *other circumstances being equal*, are not all—all without one exception, better educated than the rest? It is not a college education that I speak of here; it is not even a school-education obtained before a man sets up for himself—but it is education at large, in the broadest and best sense of the term—the education that any body may give himself, *any body at any age*. Again, therefore, I do appeal to yourselves to call to mind any of your acquaintance who has got ahead of his brethren—who is looked up to, not only by them but by others—and my life on it you find him a better educated man, self-educated, or otherwise, I care not, better-informed about some things *which they* do not consider of importance. I go further—so perfectly satisfied am I of the truth of this doctrine—of the importance of things which the uneducated regard as trivial, that I would have this taught as a fundamental truth, namely, that if two persons were to begin the world to-morrow—both of the same capacity—both of the same age and same character—having the same friends, the same prospects and the same health—he who was the best acquainted with the multiplication table would beat the other in the long run. I would have it generally understood as another fundamental maxim in morals, if not in religion, that every sort of knowledge is of some value to every person, whatever may be his character, station, or prospects. I do not say that it would be of *equal* value to every person, or that every sort of knowledge is alike *necessary*. I merely say that we cannot acquire any *useless* knowledge.

But, say those who appear to have understanding and judgment in these matters, we have no time for study—we the mechanics. No time for study! What! have you no time, when a huge ponderous body is to be lifted; no time to fix the lever and the fulcrum to prepare the inclined plane or hitch the tackle? Is it economy of time for you to do that with your hands, which might be done with the simplest piece of machinery? would you set your apprentices to work, your journeymen and yourselves to lift and carry, by main strength, what a child might push forward on a roller, if you would but take time enough to fix the roller? What would you say of a man who, instead of using the plough, as others do, should persist in digging a large field with a fire-shovel, because he had never been brought up to the plough? What if a man who, instead of splitting his logs for fire-wood, with a beetle and wedge, were to saw them in two lengthwise with a key-hole saw—declaring all the while, that as for him, he did not pretend to know much about mechanics, that a

key-hole saw was good enough for him—and as for the beetle and wedge, and other out-of-the-way contrivances, for his part he had no belief in them.

Would you not laugh at him as a poor economist of *time*—and a very poor reasoner? and would he not be likely to continue a very poor man? Yet he would say no more than you say—every man of you—when you declare you have no time for reading—no time for study—no time to improve yourself, each in his own particular trade, by stepping out of the circle he was brought up in. How do you know but there is some shorter and easier way of doing *all that you do* in your workshops and factories? Be assured that there is a shorter and easier way for all of us—that there is no one thing we do, in which improvements may not be made. Have you not the proof continually before your eyes? Are not the *master workmen*, the *owners* and the *employers* of other men—are they not those who have made the best use, not of their *fingers*, but of their *thinkers*?

BARON CUVIER.

"Why has not heaven," said Cuvier to the tribunal of legislators, "given me that eloquence of the heart which you admire in your venerable colleague, M. Laine? How would I depict to you the difference between the poor child who has received no instruction, and the one who has been fortunate enough to obtain it? You speak of religion, but how can one preserve religious ideas, without establishing their influence over him by reading? You say that misery produces more wretches than ignorance; but is not ignorance itself a source of misery? And the domestic virtues, how they are formed by the habit of reading!"

ORAL INSTRUCTION.

Skaneateles, 3d mo. 26, 1836.

FRIEND TAYLOR—It may be both interesting and instructive to parents and teachers, were they made acquainted with the means which effected such remarkable improvement in a little girl of four years old, as stated in a late number of the Common School Assistant. As I was acquainted with the circumstance, I will give the relation in the words of her grandfather, who was her principal instructor. He says, "I occasionally instructed her in easy spelling lessons, and explained every word; but I exercised her more in spelling the names of animals, trees, and things she was acquainted with, and telling the difference between them, their properties, use, &c. &c."

"In the twilight of the evening she usually sat on my knee for half an hour, to hear me tell scripture stories, or to spell all the articles in the room, and learn of what they were made, by what mechanics, and to describe their uses; and as she progressed I required her to spell a number of short words and put them together for a long one. This of course set her reasoning and reflecting faculties at work, and promoted utterance."

"As early impressions are the most lasting, I considered it important that the first book she became interested with should be the best one in the world; I therefore used the New Testament as her principal book. We spent half an hour at a time, twice

a day, in teaching her, and did it in as pleasing a manner as possible. In the first place, an easy verse or two were selected for her to spell, and with assistance to read. As she progressed her lessons were lengthened, and previous to reading they were very fully explained, so that she understood the subject. By these means she acquired new ideas, as well as learned to spell and pronounce the words. This greatly encouraged and stimulated her, and to prevent her ardor from being checked, I always had her stop before she was weary, and she was never once urged to her book, but of choice spent much of her time with her testament and her little pious books."

"She was taught, that not only every sentence but every word was full of meaning. I was quite diverted with her observations and inquiry. At one time she came with her testament and says 'grandfather, in one place they spell Lord with a big L, and in another place with a little l; what does it mean?' This was explained to her satisfaction. She came next with a similar inquiry in regard to the word God. Soon after, she says, 'grandfather, they have made a mistake in my book; they have put a little c for city.' I inquired why she thought it a mistake? She replied, 'A city holds a great many people. It should begin with a big C,' and she was not easily convinced that the book was correct."

"I found frequent opportunities to interest her susceptible feelings in the benevolent character of our blessed Redeemer in feeding the hungry, curing the diseased, &c. as well as his omnipotent power and gracious purposes and designs. This I conceive incumbent on every christian parent, grand-parent and teacher of children, and it should be promoted by every christian philanthropist and statesman, as a blessed means ordained of God for sowing those seeds of virtue so essential to both individual felicity and our national existence."

This child is now eight years of age, and the evident good effects of such a course of instruction as is described by her grandfather, are sufficient to stimulate every parent and grand-parent to go and do so likewise. Nearly every parent has sufficient qualifications to commence the good work, and experience will make them skillful, and with proper domestic arrangements it would scarcely interfere with business."

With a little modification, this mode of instruction will be equally beneficial in schools. The oral instructions and explanations of teachers, are vastly more intelligible, interesting and improving, than books alone. That the New Testament was the principal book used by the little girl is worthy of notice. The case compares with the rapid progress and happy moral influence of the numerous schools under that enlightened body of philanthropists and christians, the British and Foreign School Society, where extracts from the Holy Scriptures compose nearly all the reading of the younger classes.

A SUBSCRIBER.

IMPORTANT INSTRUCTION.

Ethics, or a system of moral philosophy, founded on the principles and precepts of Revelation—or, in other words, a system of

practical Christianity, explaining the duties incumbent upon men in the various relations of life, and illustrating them from the facts connected with the scenes of history and of common life, should be taught in elementary schools. In the discussion of this subject, the following topics among others, would require to be particularly illustrated:—The true foundation of moral action, or the *principles* which form the basis of the moral order of the universe—the *laws* which God has promulgated in his word for the regulation of human conduct—the *reasonableness* of these laws, and their indispensable necessity and obligation—the *happiness* to which the observance of them uniformly leads—the *misery* which is necessarily consequent on their violation—and the *confusion* which would arise throughout every part of the social system were these laws reversed or universally violated. The history of all nations, both savage and civilized—the facts related in the history of the Bible—the narratives of voyagers and travellers, and the scenes of public and domestic society, would furnish appropriate illustrations of such topics.

The *Evidences of Christianity*—illustrations of *Sacred History and Geography*—explanations of *Scripture difficulties*, and of the accomplishment of prophecies—elucidations of Christian facts, doctrines and precepts, and other topics connected with the great objects of religion and the realities of another world, should hold a *prominent place* among all the other departments of instruction.—Such instructions are essentially requisite, if we wish to see mankind rising in the scale of intellectual and religious improvement, and if we wish to behold vice and intemperance banished from our streets, and harmony and happiness throughout every department of the moral world.—*Dick.*

TO INSPECTORS.

In looking out for a teacher, there is a strong tendency to pay almost exclusive attention to the candidate's own attainments in knowledge, with little or no regard to his capacity of communicating the elements of that knowledge to those who, as yet, are uninitiated. This is a great and a common mistake. It by no means follows, that, because he possesses knowledge in great perfection, he must therefore be proportionably endowed with the faculty of communicating the rudiments of that knowledge to others. Our systems of instruction do not give the pupils the faculty of *imparting* what they know, and therefore the inspectors should be the more careful to see how much and in *what manner* the candidate can tell the infant mind. It should be remembered that a man may have all the learning of the ancients and moderns, and yet not be a good teacher.

ADAPTATION OF INSTRUCTION.

It has, as we have said, been the fundamental aim of the Sessional school, to cultivate the understanding of the pupils, and to treat them as intellectual, not as merely mechanical beings. But, while we ought never to forget, that children are neither machines nor animals devoid of reason, as little ought we to forget, that they are neither philosophers, nor as yet *men*. While one is a child, he must "speak as a child,

understand as a child, think as a child;" and must, therefore, still be treated as a child, and be "fed with milk, and not with meat, until he be able to bear it." Even the infant mind, indeed, is "able to bear," and to relish, and digest far more than those are inclined to imagine, who have never witnessed its workings in a due state of exercise and vigour. Still, however, it is, and can only be the mind of a child, and not of a perfect man. It must not be crammed with the "strong meats" either of the theologian or the philosopher.—*Edinburgh Sess. School.*

In consequence of the strong desire, which the children now manifested for reading, the directors, on 13th February, 1823, annexed a small circulating LIBRARY to their institution. The library has proved a source of the highest pleasure, as well as of the most valuable information to the pupils. Times without number, when examined by strangers on matters, which, we were aware, had not fallen under their instruction in school, have we heard them return answers which surprised us, and on inquiry, we found, that this information had been derived from their library.—*Ibid.*

TRUTHS, BEAUTIFULLY EXPRESSED.

In our last we gave an extract from Wadsworth's *Excursion*. A distinguished scholar has since directed our attention to several other passages in the same poem, equally expressive and elegant, and also appropriate to our great object.

"Meantime the sovereignty of these fair Isles
Remain entire, and indivisible;
And, if that ignorance were removed, which breeds
Within the compass of their several shores
Dark discontent, or loud commotion, each
Might still preserve the beautiful repose
Of Heavenly bodies shining in their spheres."

"Duties rising out of good possessed,
And prudent caution needful to avert
Impending evil, equally require
That the whole people should be taught and trained,
So shall licentiousness and black resolve
Be rooted out, and virtuous habits take
Their place; and genuine piety descend
Like an inheritance from age to age."

"Change wide, and deep, and silently performed,
This land shall witness; and as days roll on,
Earth's universal frame shall feel the effect
Even till the smallest habitable rock
Beaten by lonely billows, hear the songs
Of humanized society; and bloom
With civil arts, that send their fragrance forth
A grateful tribute to all-ruling Heaven.
From culture, unexclusively bestowed
Expect these mighty issues: from the pains
And faithful care of unambitious schools
Instructing simple childhood's ready ear,
Hence look for these magnificent results!"

The Attica Female Seminary, under the care of Miss Emily E. Ingham, is worthy of the patronage of the Western New-York. Miss E. and some of her relatives, removed from one of the New-England states about two years since, and established this seminary, which already numbers upwards of one hundred students.

The village of Attica is situated near the geographical centre of Genesee county.—The seminary is of brick, consisting of a main building three stories high, 23 by 60 feet, with two wings, 18 by 24. The expense of the buildings about \$3,000. It is contemplated to erect another front equal to the

main building, at the end of the east wing, the coming summer.

WASTE OF TIME.

It has been discovered, at length, what indeed was always sufficiently obvious, that a child need not be kept at school eight or ten years, to learn to read his primer, write his name, cipher to the rule of three, and hate books and learning for the rest of his life. It has been proved that in three or four years, a boy may be taught an hundred fold more, by skilful teachers, in a skilful way, than was formerly ever dreamed of. This is the greatest improvement of the age. It will do more to facilitate the improvement of the physical, political, and moral condition of mankind, than all other means ever yet devised.—*Lindsey.*

EARLY EDUCATION.

Early education comprises the elements of the future happiness or misery, virtue or vice, greatness or goodness, of the individual; a truth perhaps hardly sufficiently considered, otherwise education would be less frequently entrusted to the weak, the ignorant, or the injudicious. The stability of a building depends upon the firmness of its foundation; the virtue of man upon the excellence of his early education.

[From the Mother's Magazine.]

BEGIN DISCIPLINE EARLY.

Mrs. W.—As I am the mother of nine children, I know something of the trials and difficulties of managing a large family. For the benefit of young mothers, I should like to state something I know, from my own experience, that almost every thing depends upon the fact that mothers begin early to subdue the tempers of their children, whether have they much or little trouble with them through life.

A mother cannot commence too young to subdue the will of her child; and when she once undertakes, she should never yield till she has made them submit to her authority. I once had a contest with one of my children at the age of ten months. She had been accustomed to be rocked to sleep in my arms; I determine to break up this habit; I therefore placed her in a cradle, awake; I rocked her for some time—she cried violently, but as I thought she was old enough to understand me, and to give up her wishes and will to mine, I continued rocking her till she fell asleep. At first I heartily repented that I had undertaken a task so unpleasant, but from this time I had very little difficulty in subduing her: ever after she would lie quietly, and go to sleep in her cradle.

I had a little one of four years, that would frequently repeat the following lines very prettily:

"Solomon speaks, his words are mild,
Spare the rod and spoil the child.
No, dear mother, don't do so,
But whip me well and let me go."

The rod, I know, is sometimes necessary; but I do not approve of it, except when other means would be ineffectual; but do not fail to give your child the punishment you promise, even if it should be a whipping; otherwise you will teach it, by your own example, to tell falsehoods.

I have now a little one, about two years old. I usually punish her by putting her into a closet. I do not approve of shutting up little children in the dark, for this is apt to frighten them. I have a large pantry which has a window in it, and when she is disobedient or naughty, I say, "E. you may go into the pantry and stay there till you are a good girl." I have sometimes asked her, while there, "Will you be good?" She will answer me, "No," and continue there till she has made up her mind to do right; and as I always leave the door unlatched, she will come peeping out, laughing and saying, "Ma, E. is a good girl now." She will often come and kiss me, and thank me for making her good, adding "Dear mother, I feel better than when I was naughty and crying." I then tell her that she will always find that the way to be happy is to be good. The sooner mothers begin to impress this moral lesson upon the minds and hearts of their children the better. May the Lord continue to bless your efforts to the good of mothers and children, prays your old friend.

STUDY OF NATURAL HISTORY. No. II.

Of the nature and use of respiration, the structure of the lungs, the necessity of pure air, and the healthy condition of the digestive organs, the common school pupils never hear or read a word. They grow up, and live entirely ignorant of the nervous system, knowing nothing of its functions and education; nothing of these great inlets of knowledge, and instruments of pleasure and pain.

They are not taught even the causes of good or bad health, nor the physical consequences of immoral conduct!! Not one truth of this science which shows that man is "fearfully and wonderfully made," is taught in our district schools!! This need not be so, for there are no truths more simple or pleasing, than some of the most important facts of physiology. There should be a text-book on this subject for our common schools.

Although there are "sermons in stones" they are not "delivered" to the common school student. Neither his teacher nor his books speak even of the first principles of geology or mineralogy. The earth, our common mother—the womb and the grave of every living object—the great companion and benefactor of the farmer, has in the country, scarcely a teacher to make known her nature, her elements, or her energies. That which the agriculturist has to labor with, and from which he obtains his "blessings and his bread," forms no part of the farmer's education.

Does not the neglect of even one department of natural history, show a great deficiency in our common school education? But the vegetable kingdom is as little attended to. Plants, flowers, and trees, find no teachers in district schools. The places they enliven with their freshness, sweeten with their fragrance, and cool with their shade, never speak of their bounty or their beauty, their wisdom or their Author. Many of those who spend their lives in nursing flowers and cultivating plants, know nothing

of their structure or their organs, nor even their artificial or natural classification! What additional interest would the farmer feel amidst the freedom and the freshness of his labor, if he could be enlightened with even a faint ray from the science of botany! But it would be a lonely and a wandering ray that entered the room of the district school.

There should be a text-book adapted to our elementary schools. It may be called, "Botany for Beginners." Its lessons should be simple, and its arrangement scientific; but not dry and technical. It should treat of "practical botany," as far as possible. It should speak of the principles of organization which is possessed by all plants, and which separates them from all inorganic matter—their analogy to animals, having sap for blood, woody fibres for bones, pith for brain and nerve, and bark instead of skin; that their leaves imbibe air as we breathe it—that they require food as we do, though their leaves and roots are their mouths—that the digestive powers of plants are as perfect as they are in some of the lower animals—that they imbibe and expire an aerial fluid as we do, and that they emit oxygen gas while we absorb it.

It should show that earth is not so essential to vegetable growth as moisture, and that light is necessary to make plants flower and bear fruit. It should point out the nutriment of plants, and show that it is various combinations of inorganic matter, such as earths, salts, water, or the gases,—that they are, like animals, injured by too great a supply of food; for this reason, wheat will not grow in any of the Polynesian islands, and runs too much to straw in many parts of the United States.

BOOKS FOR DISTRICT LIBRARIES.

We have often been requested to make out a catalogue of the proper books for the district libraries. This is a difficult and a responsible labor, for the character of these books is of great importance. After much examination of books, and having our eye on this subject for more than one year, we have selected the following works. The prices are given and a sufficient number of books mentioned to make out the \$20—the size of the library. Any district in the state may receive this library by sending an order to us, and \$20. The books will be securely packed and forwarded without delay.

	Cents.
Higgin's Physical Conditions of the Earth,.....	48
Ticknor's Philosophy of Living,.....	48
Paulding's Life of Washington, 2 vols. 88	
Combe on the Preservation of Health, 48	
Dick on the Improvement of Society, 48	
Abercrombie on the Intellectual Powers, 48	
" " Moral Feelings,....	48
Mudie's Guide to the Observation of Nature,.....	48
Humbolt's Travels and Researches,....	48
Brewster's Letters on Natural Magic, 48	
Thatcher's Indian Biography, 2 vols. 88	
Lord Dover's Life of Frederick the Great, 48	
Turner's History of the Creation, 2 vols. 88	
Russell's History of Palestine,.....	48
Brewster's Life of Sir Isaac Newton, 48	

Russell's History of Ancient and Modern Egypt,.....	48
Bush's Life of Mahommed,.....	48
Lockhart's Life of Napoleon Bonaparte, 48	
The Swiss Family Robinson, 2 vols. 65	
Sunday Evenings, 3 vols.	98
Uncle Philip's Conversations on Natural History,.....	35
The Young Crusoe,.....	35
Sketches of the Lives of Distinguished Females,.....	35
Uncle Philip on the Evidences of Christianity,.....	35
Uncle Philip's Account of the Trees of America,.....	35
Uncle Philip's History of New-York, 2 vols.	75
Mr. Sedgwick's Public and Private Economy,.....	75
District School, or National Education, 75	
Outlines of the Prussian and New-York School System,.....	35
Females' Student,.....	75
Conversation on Common Things, ...	45
Combe on the Constitution of Man, ...	85
Cultivator—bound,.....	75
Mother's Friend,.....	44
Father's Book,.....	50
Political Grammar,.....	75

ECONOMY.

Give your pence to common Schools, and save your pounds on police establishments, jails, bridewells and executions. It is much cheaper to educate the infant mind, than to support the aged criminal.

AGENT TO THIS PAPER.—We think the cause of education has gained much in obtaining the services of Z. PLATT, Esq. who is the general agent of this paper, and who will during the coming year, travel through the state, for the purpose of interesting the people in the great cause.

Since our last acknowledgment, we have received twenty subscriptions and upwards from the following places:—

Allentown, Pa.	20	Madison, Mad.	30
Abington, Pa.	20	McLean, Pomp.	20
Attica, Gen.	23	Mechanicsville, Sar.	25
Argyle, Wash.	20	Norwich, Ct.	20
Baltimore, Md.	20	N. Mansfield, Mass.	20
Bowling Green, Ky.	20	New-York City,	40
Bern, Alb.	20	Ogdensburg, St. Law.	20
Reverly, Ess.	20	Oxford, Chen.	40
Ballston centre, Sar.	20	Oswego, Os.	40
Chittenango, Mad.	20	Plaquemim, Liv.	29
Caledonia, Miss.	20	Penfield, Mon.	25
Columbus, Che.	20	Pottsdam, St. Law.	20
Carlisle, Pa.	20	Root, Mont.	20
Coeymans, Alb.	21	Salem, Wash.	20
Evansville, Ia.	25	S. Middletown, Or.	20
Essex, Ess.	24	St. Clairsville, Ohio,	20
Easton, Pa.	20	Sauquoit, One.	27
Edwardsburgh, Mich.	20	Schenectady,	50
Glen's Falls, War.	25	Schuyler's Falls, Clin.	21
Georgetown, Md.	30	Sennett, Cay.	32
Jacksonville, Ill.	20	Sandy-Hill, Wash.	25
Kingston, Ulst.	20	S. Brainbridge, Chen.	20
Keene, N. H.	20	Troy, Renss.	41
Leeds, Greene,	21	Tully, On.	40
Lyonville, Pa.	40	Thompson, Ct.	20
Lowville, Lewis,	24	Uniontown, Pa.	20
Macon, Ga.	20	Utica, One.	20
Moria, Frank.	100	Unadilla, Ots.	20
Middlefield, Mass.	24	York, Pa.	40

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